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Guidelines are given for expanding library hours so that disadvantaged adults may use library facilities and services on nights and weekends. There are discussions of cost, staffing, security problems, and publicity. Shifting library, bookmobile, and special programs to different hours; moving some programs outside the library; and special activities for Saturdays, Sundays, and weekends are also suggested. Some actual library programs that take place Sunday afternoon in a Black church, Friday night in a rural co-op and after school in a disadvantaged area are described. A list of practical recommendations is included. (LS)

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LIBRARY SERVICE GUIDE

Appalachian Adult Education Center

EVENING AND WEEKEND LIBR

SERVICES FOR DISADVANTAGED A

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LIBRARY SERVICE GUIDES

EVENING AND WEEKEND LIBRARY

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APPALACHIAN ADULT EDUCATION CENTER

Public Library Training Institutes
Library Service Guide No. 7

EVENING AND WEEKEND LIBRARY SERVICES FOR DISADVANTAGED ADULTS

by

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December, 1974

Preface

This guide is one of a series on library services to disadvantaged adults. The purpose of the series is to expl alternative ways public libraries can expand services to this special group.

Each guide attempts to recognize the differences among public library budgets, staff size and training, and differences among the communities libraries serve. Each guide deals with a particular service and, where possible, sugge several alternative ways the library can provide that service to disadvantaged adults. The library, then, can and sho further adapt the suggestions to fit the resources and needs of its local community.

The guides combine (1) a thorough search of the library literature; (2) the knowledge of professional librarians, w wrote many of the guides and evaluated the entire series; and (3) the experience of the Appalachian Adult Educati Center (AAEC) in designing interagency educational programs for disadvantaged adults.

The AAEC has worked with state, regional, and local public libraries in seven states in projects funded by the Bure of Libraries and Learning Resources of the U.S. Office of Education. In one project, four urban and three rural cent demonstrated ways public libraries and adult basic education programs could improve their services to disadvantaged adu by coordinating efforts in reader guidance, recruitment, library orientation, community referral, and in the selection, u and delivery of materials. The AAEC also conducted institutes in local public libraries in seven states in designing a implementing library services for disadvantaged adults.

Work on those and other projects led to three conclusions, upon which the guides are based: (1) that undereducat adults need information and services to help solve problems; (2) that the public library can meet those needs throu adjustments in procedures and interagency cooperation; and (3) that the materials and services required for disadvantag adults are useful and useable to all adults.

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INTRODUCTION

Opening the library evenings a
weekends is one way to make the libra
more accessible to disadvantaged adul
Adult circulation figures increase wi
evening and weekend hours, and peop
whose schedules don't allow them to u
regular daytime hours can use t
library. Evenings and weekends are a
good times to provide outreach servic
and special programs, and
particularly useful to disadvantag
adults and their families who may n
have transportation to the library, m
work long hours, or who may come
town only on weekends.

This guide is based largely on
experiences of "Operation Weekend,"
state- and federally-funded outrea
program at Northwestern Regio
Library in Elkin, North Caroli
Because many of the project's patr
were disadvantaged rural people, b
black and white, and because even
and weekend hours are already a fact
most urban libraries, much of
information in the guide is aimed at ru
libraries. This guide is divided into
following sections: (1) the mechan
(2) ideas for services; (3) sam
projects; and (4) recommendations.

THE MECHANICS

Who Opens the Library?

If the regular staff is hesitant to wo
evenings and weekends, one st
member may be on duty with
volunteer or clerk, or a team
volunteer retired citizens can take tur
for three hours in the afternoon.

What are Possible Security Problems?

Some women workers may be afraid
be on duty at night, so it is a good poli
to have at least one man, perhaps
volunteer, on night duty.

How Much Will It Cost?

Most of the costs for evening a
weekend hours are in staff time. Son
libraries consider evening and weeke
duty part of regular library routine a
assign staff on a rotating schedule. Oth
libraries give staff membe
compensatory time. Some pay time a
a half.

Publicizing the new service may add
the cost, depending on the kind
publicity the library uses.

What Staff Skills are Needed?

The kinds of staff skills required, for th
most part, are good interperson
relations, or rapport, with the clie
group. That includes the ability to bo
respect and empathize with the peop
served, friendliness, and a knowledge
the area. Other assets are safe drivi
skills for operating the bookmobile, a
skills in playing a musical instrument a
story-telling.

What is the Best Publicity?

To reach as many disadvantaged adults as possible, library staff members should visit adult education classes, church meetings, and places where disadvantaged adults congregate, as well as their homes. Word of mouth is the best publicity a library can have, and having a library staff that is known in the community is very effective. Other methods are

- articles in local newspapers
- notices in church and school bulletins
- brochures or posters distributed at night and weekend congregating places: shopping centers, barber shops, beauty parlors, laundromats, stores
- radio programs slanted to rural audiences and to those who work in local industries
- bookmobile stops in shopping centers during peak afternoon, evening, and weekend hours to advertise the new services

IDEAS FOR SERVICES

Here are some ideas for evening and weekend services centered around (1) shifting hours, (2) Sunday in the library, (3) Sunday out of the library, (4) evening action, (5) Saturday action, and (6) special workshops.

Shifting Hours

- *Change bookmobile routes* to include evening and weekend visits to disadvantaged communities, to adult education classes, and to adult learning centers
- *Try closing the library during the slowest hours* (usually the morning) to release staff members for evening and weekend hours
- *Shift programs, story hours, and films to evenings and weekends*

Sunday in the Library

- *crafts displays*
- *local crafts workshops*
- *historical displays*
- *programs on local history*
- *programs with local music*
- *film programs*
- *poetry readings*

	• *a discussion series* on community information needs
Sunday Out of the Library	With folding tables and chairs, *set up a "gathering place"* beside the bookmobile. Use a loudspeaker to bring people in, and encourage them to linger around the bookmobile. *Move story hours and other in-library programs to church basements, empty stores, community centers.* In a community meeting place, *show a film series* selected especially for that community.
Evening Action	• *bookmobile stops* • *adult story hours* • *film programs that appeal to all ages* • *adult basic education classes in the library* • *discussion groups* • *special speakers*
Saturday Action	• *bookmobile stops* • *story hours in the library*

	• *story hours in shopping areas wh parents shop*
	• *brochures distributed about libra services*
	• continuously run *slide shows library services* set up in shoppi areas
	• *Saturday workshops*
Special Workshops	Saturday and Sunday afternoons a evenings are good times for spec workshops. Almost every communi has "experts," both professional a amateur, who are willing to share th unique knowledge. Possible subjects f workshops are infinite, but so suggestions are • *mountain pottery* • *stitchery* • *weaving* • *dulcimer* • *banjo* • *autoharp* • *guitar*

	• *textile printing* • *telling tall tales* • *teaching children to read* • *local government* • *gardening* • *farming* • *pest control*		

PROJECTS FOR EVENINGS AND WEEKENDS

The following are some examples
successful evening and weekend projec
conducted in "Operation Weekend": (
a Sunday afternoon project in a bla
church; (2) a Friday night project in
rural cooperative store; (3)
after-school project in a disadvantag
area; (4) evening adult basic educati
classes sponsored by the library, and (
a library-radio program.

Sunday Afternoon in a Black Church

The library set up a special Sund
afternoon project—featurin
bookmobile, story hour, films, a
games—in a black church in an all blac
disadvantaged area. Here is an outline
preliminary steps, purchases, action, a
results of that project.

Preliminary Steps

1. visited church services in the area
be served
2. made an appointment with the past
and discussed the needs of the area
3. had dinner with community leade
to discuss goals and to arrange to u
the church building
4. appeared before a church gathering
discuss the ideas with the enti
church, and to arrange for a key
the building, the room to use, t
entrance to use, where to park t
bookmobile, use of lights, hea

	water and bathrooms. and clean-up responsibilities after meetings		–library van picked up people on outskirts of the community
	5. put posters in the community about the "Sunday-mobile"		–the bookmobile parked in designated spot
	6. left door to door announcements in the area		–a book display was set up–indoor winter, outdoors in summer
	7. hired two workers from the community for Sunday afternoon work		–chairs were arranged for the st hour and film program
Purchases	–paperback books for the bookmobile		–the projector was set up
	–folding tables and chairs for the "gathering spot"		–books were checked out from bookmobile all afternoon
	–a loudspeaker for the bookmobile (to make announcements. and to play crowd-gathering music)	*Results*	–games were issued to children a the story hour • *almost all who checked out mater were new users*
	–circular bookracks to display paperbacks for easy handling		• *about one-fourth of those who ca to the project began appearing at library*
	–games for children to play with while "hanging around"		• *teachers in the nearby school s they noticed a difference in attitu toward reading by those u attended the project*
	–films for a black studies series (free from the state library)		
Action	–the bookmobile drove through the area, with its loudspeaker reminding people of the project		• *books in the home became someth of a status symbol*

- *the pastor of the church said the project boosted church attendance*
- *library activities were planned to support church activities like Vacation Bible School*
- *the church, with help from the librarians, set up a small library of its own*
- *the project was repeated in two other churches in the area*

Friday Night in a Rural Co-op Store

Red Hill Creek Community is a mountain area with unpaved, ungraded mountain roads, and no facility for recreation. There is no industry, and the only shopping place is the co-op store, started by the Community Action Program. The library worked with the store to plan free Friday night movies and a bookmobile stop at the store. Here are the preliminary steps, purchases, action, and results.

Preliminary Steps

1. Because of the reputation of the area and the condition of the road, the library hired two men to work on the project.
2. The library and the co-op store worked together to plan the project. Because the project brought customers to the store, and because the store is community-owned an operated, the project was allowed t serve without cost.

Purchases

None. The movies were free from th state library, and feed sacks, barrels, an crates made ample seating.

Action

The library showed free movies o Friday night, and scheduled a regul bookmobile stop at the store.

Results

- *Average attendance in the project w 45 people, ranging from newborns t 90-year-olds.*
- *Most of the people at this stop ha not used library services before.*
- *They came to the store in familie and discussed the movies at home.*
- *Adults often read the children books, and discussed them with the children.*
- *As a result of this project, oth agencies have been allowed to wo in this area.*

After School in a Disadvantaged Area

The library worked with the publi school in a disadvantaged area to provid a special after-school program in th library for disadvantaged children. Her are the steps taken, problems me and results.

Steps		*Problems*	
	1. Pick an area where people are not using library services.		– After the school day, some childr felt the need to play and were ve rowdy.
	2. Interview the principal of the nearest school, and talk with individual teachers to get their cooperation.		– Some librarians did not welcome t extra deluge of children.
	3. Through the school, send notes to parents, asking permission for the library van to pick up their children after school one afternoon a week, take them to the library, and bring them home.		– Some children regarded the ride the van as a "lark."
			– The cost for so much individu attention was high, and the time w often impractical since the childr lived far apart.
	4. Discuss the project with the librarian who will be on duty in the library. Make sure the librarian understands and welcomes the idea of the project.	*Results*	• *After this "taste" of the librar children talked their parents in taking them back.*
	5. Discuss the project with the parents, individually if possible.		• *Children arranged for the school b to drop them off at the library aft school, and for their parents to pi them up after work.*
	6. After school on the chosen day, have the library van at the school in the specified spot.		• *School teachers began to use t library more.*
	7. Plan varied action in the library: tutoring help, library orientation, movies, crafts.		• *Most of the parents of these childr had not responded to any appe made directly to them to use libra services; but after the project starte fifty percent of these adults came the library at least once.*
	8. After about an hour, take the children to their homes		
	9. After 3 to 6 months, offer the service to another area.		

Evening Adult Basic Education Classes in the Library

The library sponsored adult basic education classes at night, taught by librarians and others in the community, with a librarian in charge. Some of the classes met in the library, others in a near-by church. The following outlines the recruitment, materials, transportation, and results of the library-sponsored ABE classes.

Recruitment

- All bookmobiles and the circulation desk distributed brochures.
- Local industries helped identify employees without a high school diploma and encouraged them to go to ABE classes.
- Social agencies encouraged their clients to take the classes.
- Radio spots advertised, "give yourself a boost."

Materials

- The library developed a section of programmed materials for in-library study as well as for check-out.
- The bookmobile went to each class held away from the library.
- The near-by community college furnished generous supplies of materials.

Transportation

- The library van picked up those w needed a ride, and the adults form car pools.

Results

- *Sixty-four adults attended classes first year.*
- *Thirty-six received high sch diplomas.*
- *Twenty-four received special eigh grade diplomas given by the libra*
- *Seventy-five percent of the adults the classes are now regular libr users.*
- *The image of the library appears have improved in the eyes of the l well educated.*

The Choctaw County Public Library Butler, Alabama, opens one evening week to serve disadvantaged adults, a also sponsors adult basic educati classes in the library conference room.

Library-Radio Programs

Local radio programs are popular many communities. In a ru community in northwest North Caroli a library-radio program drew the inter of most of the community, and enlarg the community's view of the libra Answers to questions sent in to t library were the subjects of some sho

but the most popular format was the interview, emphasizing local people, not books.

To get the radio time, the librarian met with the station's program director, and explained what the library was trying to do. The station enthusiastically gave the library free time.

The library chose one staff member to conduct the interviews, but all the staff members helped find interesting people to interview. Interviews lasted from five to fifteen minutes. Some of the interviewees were

a doll-maker who carved old mountain dolls

a dulcimer-player who sang old mountain ballads

someone who knew the history of the local pipe factory

three rock hounds who talked about their local finds

a story-teller, who knew legends of the local Stone Mountain

an old man who told of early July 4 celebrations

a soap maker who used an iron pot, lye, and ashes

three local people who knew the best places to dig for Indian relics

the old miller, who used to have a thriving mill

a quilt maker, who uses many kinds of materials and patterns

treasure hunters who talked about their finds from an old mine in the area

an antique collector, who told how to tell the worth of old things

a puppet-maker

an old woman who told of her coldest winter

a hunter who talked about deer-hunting in the area

a local fisherman

a college boy and an old man on how to survive in the mountain wilderness

the owner of the best hound dogs in the area, complete with dogs baying in the background

three women who knew the herbs to use for medicine

an old-fashioned blacksmith still at work

an axe-handle maker

a panel that discussed ***The Foxfire Book*** *and compared their own lore*

a beekeeper who explained how to improve the honey

heads of mental health, social services, free clinics, and preschool testing agencies

Overall Results Of Operation Weekend

- *Evening and weekend hours brought new users to the library, not just regular users coming in at different hours.* One branch in a town with a population less than 3,000 reported 2,314 new users the first year, bringing total users to more than three times the town population!

- *People who lived far away from the library began to come,* as the image of the library changed to relate more closely to their everyday lives.

- *The regular librarians became more aware of "people on the fringes,"* and made a special effort to find their own ways of reaching them.

- *Other agencies in the area b*
  more aware of the library and
  value to them in achieving their

RECOMMENDATIONS

The following are recommendatio warnings, and advice about offeri evening and weekend services, based the experiences of "Operati Weekend."

• Choose workers with care. Ma object to working evenings a weekends. There must be sufficie compensation and time off at oth hours to make the staff feel that t system is fair for all. One solution is offer time and a half off during daytir hours to make up for weekend and nig hours. Another is to form alterna teams for each assignment, so no one h to work every Sunday or every night.

• Operation Weekend was a regio project, so the distances to tra sometimes made the work unwieldy. I regional system, it is important to the individual libraries to manage th own projects, not just people "fr headquarters." If the regional staff c get a project going, then it should turned over as soon as possible to t local library.

• Finding people to keep audiovis equipment repaired is a proble especially when projectors and oth machines have to travel long distan over rough roads.

- The best way to handle rowdy teenagers is to form a Youth Council at the library, to ask their peers to refrain from making it difficult for others to use the library.

- Interviews with local people give good material for radio shows and give the librarian good insights into the life of the people served.

- Toilet facilities near the main entrance to the library offer a good service for rural people coming to town.

- Radio is a good publicity tool in rural areas.

- Activities need to be planned in relation to the seasons and the state of the crops, especially in tobacco-growing areas.

- Some mountain people are afraid and suspicious of outsiders. Local leadership and support are important.

- Mountain people do more things as a family than do urban people.

- Rural people seem more church-oriented than urban people.

- The black minister is a very strong influence in his community.

- Projects get best results when done in cooperation with other existing agencies, and may prompt those agencies to do some of the work that could better be done by them.

- The attitude of the librarian on duty at the desk is the key to getting people to return to the library.

- It isn't enough just to open the library at different hours. You still have to motivate people to come.

LIBRARY SERVICE GUIDES

1. Materials Selection for Disadvantaged Adults
2. Assessing Community Information and Service Needs
3. Using Pamphlets with Disadvantaged Adults
4. Deposit Collections of Special Materials for Disadvantaged Adults
5. Utilizing Volunteers in Expanding Library Services to Disadvantaged Adults
6. Books By Mail Services: Moving the Library to Disadvantaged Adults
7. Evening and Weekend Library Services for Disadvantaged Adults
8. The Library as a Community Information and Referral Center
9. Planning the Expansion of Library Services to Disadvantaged Adults
10. Working with Library Trustees to Expand Library Services to Disadvantaged Adults
11. Reader Guidance Services for Disadvantaged Adults
12. The Recruitment of Disadvantaged Adults: Effective Publicity
13. Conducting Tours to the Library for Groups of Disadvantaged Adults
14. ABE—What Is It?
15. The Relationship of Disadvantagement to Library Services
16. In-service Training of Personnel to Serve Disadvantaged Adults
17. Adult Education in the Library: ABE, GED, CLEP, and the Open University
18. Book Talks: Encouraging Library Materials Usage by Disadvantaged Adults
19. Techniques for Teachers: Teaching the Application of Basic Skills to Everyday Life Problems
20. Displaying Materials for Disadvantaged Adults
21. Bookmobile Services: Moving the Library to Disadvantaged Adults
22. Expanding Library Services to the Elderly
23. Using Audiovisuals With Disadvanta Adults
24. Expanding Library Services to Institutionalized
25. Interagency Cooperation: The Pub Library and Agencies that Se Disadvantaged Adults
26. Adjusting School Libraries for Use Disadvantaged Adults
27. Speakers Bureaus for Disadvanta Adults
28. Maintaining Separate Collections Library Materials for Disadvanta Adults
29. Client Participation in Expanding Libra Services to Disadvantaged Adults
30. The Role of the College Library in t Education of Disadvantaged Adults
31. Public Library Services to Young Dis vantaged Adults
32. Working with Elected Officials to Expan Library Services to Disadvantaged Adult

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